

Mauldin Middle

1190 Holland Road
Simpsonville, SC 29681

Grades 6-8 Middle School

Enrollment 1,344 Students

Principal Rosia D. Gardner 864-355-6770

Superintendent Dr. Phinnize J. Fisher 864-355-8860

Board Chair Charles J. Saylor 864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

1

5

0

0

0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 26 out of 29 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Good	Below Average	No
2006	Good	Unsatisfactory	No

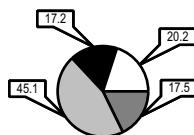
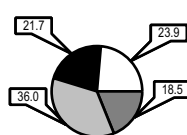
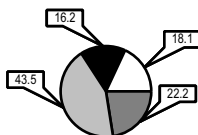
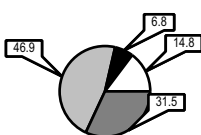
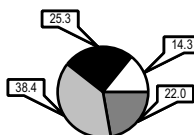
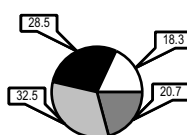
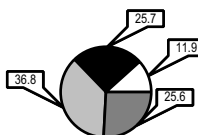
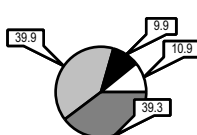
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.2	98.9
English 1	99.5	99.0
Biology 1/Applied Biology 2	N/A	81.4
Physical Science	N/A	82.4
All Subjects	98.9	98.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,347	97.7	13.7	47.2	32.1	6.9	51.4	Yes	Yes
Gender									
Male	665	96.7	20.0	50.2	25.8	4.0	42.3	N/A	N/A
Female	682	98.7	7.7	44.4	38.2	9.7	60.1	N/A	N/A
Racial/Ethnic Group									
White	972	97.8	10.1	45.3	36.2	8.5	58.0	Yes	Yes
African American	252	97.2	27.8	53.0	17.8	1.3	28.7	Yes	Yes
Asian/Pacific Islander	51	98.0	6.3	47.9	35.4	10.4	58.3	Yes	Yes
Hispanic	68	98.5	22.2	50.8	23.8	3.2	34.9	Yes	Yes
American Indian/Alaskan	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,226	99.8	10.3	47.8	34.4	7.5	54.9	N/A	N/A
Disabled	121	76.9	59.8	39.1	1.1	0.0	3.4	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,347	97.7	13.7	47.2	32.1	6.9	51.4	N/A	N/A
English Proficiency									
Limited English Proficient	32	100.0	42.9	53.6	3.6	0.0	3.6	I/S	I/S
Non-Limited English Proficient	1,315	97.6	13.1	47.1	32.8	7.1	52.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	221	95.9	28.7	49.2	22.1	0.0	27.7	Yes	Yes
Full-pay meals	1,126	98.0	11.0	46.8	34.0	8.2	55.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	1,347	97.7	16.5	44.2	22.7	16.6	53.8	Yes	Yes
Gender									
Male	665	96.5	17.6	41.6	22.1	18.7	54.2	N/A	N/A
Female	682	98.8	15.4	46.8	23.3	14.5	53.4	N/A	N/A
Racial/Ethnic Group									
White	972	97.8	11.7	43.1	25.7	19.5	59.9	Yes	Yes
African American	252	97.2	38.5	48.1	10.0	3.5	27.7	Yes	Yes
Asian/Pacific Islander	51	98.0	6.3	35.4	20.8	37.5	66.7	Yes	Yes
Hispanic	68	98.5	14.3	52.4	27.0	6.3	49.2	Yes	Yes
American Indian/Alaskan	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,226	99.7	13.7	44.4	24.2	17.7	57.1	N/A	N/A
Disabled	121	77.7	53.9	41.6	3.4	1.1	10.1	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,347	97.7	16.5	44.2	22.7	16.6	53.8	N/A	N/A
English Proficiency									
Limited English Proficient	32	100.0	17.9	64.3	17.9	0.0	32.1	I/S	I/S
Non-Limited English Proficient	1,315	97.6	16.5	43.8	22.8	16.9	54.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	221	95.5	32.8	48.2	12.8	6.2	33.8	Yes	Yes
Full-pay meals	1,126	98.1	13.5	43.5	24.5	18.5	57.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,345	98.1	23.4	36.2	18.6	21.8	40.4
Gender							
Male	664	97.6	22.7	32.3	19.7	25.4	45.0
Female	681	98.7	24.2	40.0	17.5	18.4	35.8
Racial/Ethnic Group							
White	971	97.9	17.1	36.3	20.9	25.6	46.6
African American	251	98.8	47.9	35.6	8.9	7.6	16.5
Asian/Pacific Islander	51	98.0	14.3	30.6	28.6	26.5	55.1
Hispanic	68	100.0	32.8	39.1	12.5	15.6	28.1
American Indian/Alaskan	2	50.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,225	99.5	19.7	37.3	19.3	23.6	42.9
Disabled	120	84.2	62.5	24.1	10.7	2.7	13.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,345	98.1	23.4	36.2	18.6	21.8	40.4
English Proficiency							
Limited English Proficient	32	100.0	53.6	32.1	0.0	14.3	14.3
Non-Limited English Proficient	1,313	98.1	22.8	36.3	19.0	22.0	41.0
Socio-Economic Status							
Subsidized meals	220	97.3	42.4	34.5	13.3	9.9	23.2
Full-pay meals	1,125	98.3	19.9	36.5	19.5	24.1	43.6

Social Studies							
All Students	1,345	98.2	19.7	45.3	17.6	17.3	34.9
Gender							
Male	664	97.7	22.0	38.3	19.4	20.3	39.7
Female	681	98.7	17.5	52.2	15.9	14.4	30.3
Racial/Ethnic Group							
White	971	97.9	15.6	45.0	19.9	19.6	39.4
African American	251	99.2	36.9	43.2	11.4	8.5	19.9
Asian/Pacific Islander	51	98.0	8.2	49.0	12.2	30.6	42.9
Hispanic	68	100.0	26.6	53.1	12.5	7.8	20.3
American Indian/Alaskan	2	50.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,225	99.5	16.2	46.2	18.9	18.7	37.6
Disabled	120	85.0	56.3	36.6	4.5	2.7	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,345	98.2	19.7	45.3	17.6	17.3	34.9
English Proficiency							
Limited English Proficient	32	100.0	28.6	64.3	3.6	3.6	7.1
Non-Limited English Proficient	1,313	98.2	19.5	44.9	17.9	17.6	35.6
Socio-Economic Status							
Subsidized meals	220	97.3	35.5	45.3	11.3	7.9	19.2
Full-pay meals	1,125	98.4	16.8	45.3	18.8	19.1	37.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	437	99.8	23.9	34.8	32.6	8.7	41.3
	7	465	99.8	16.1	41.0	38.8	4.1	42.9
	8	417	99.3	12.5	41.5	34.0	12.0	46.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	448	98.0	14.6	40.8	34.0	10.6	44.6
	7	436	97.2	13.1	51.9	30.4	4.7	35.1
	8	463	97.8	13.5	49.1	32.0	5.5	37.4
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	437	100.0	14.2	37.6	26.5	21.7	48.2
	7	464	99.8	21.1	38.9	22.3	17.7	40.0
	8	416	99.5	25.0	43.3	17.8	14.0	31.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	448	98.2	11.5	39.1	29.2	20.2	49.4
	7	436	97.2	11.1	45.1	23.6	20.2	43.8
	8	463	97.6	26.3	48.5	15.6	9.6	25.2
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	436	100.0	29.7	31.4	18.6	20.3	38.9
	7	463	99.6	20.0	31.9	18.9	29.2	48.1
	8	416	99.5	23.0	36.0	20.0	21.0	41.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	448	98.4	30.1	34.3	17.8	17.8	35.6
	7	436	97.7	21.3	33.1	20.3	25.4	45.7
	8	461	98.3	19.0	41.0	17.6	22.4	40.0
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	436	99.5	24.3	35.4	21.4	18.9	40.3
	7	463	99.8	16.4	43.1	19.4	21.2	40.5
	8	416	99.5	14.3	42.8	20.0	23.0	43.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	448	98.4	18.8	44.0	20.6	16.7	37.3
	7	436	97.7	26.3	43.2	11.8	18.6	30.4
	8	461	98.5	14.5	48.6	20.1	16.7	36.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,344)				
Students enrolled in high school credit courses (grades 7 & 8)	39.6%	Up from 30.6%	31.6%	16.7%
Retention rate	1.4%	Down from 2.6%	1.1%	2.5%
Attendance rate	96.9%	No change	96.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.0%	Up from 1.7%	1.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%	Up from 1.6%	1.5%	1.0%
Eligible for gifted and talented	38.8%	Up from 38.0%	37.8%	15.6%
On academic plans	28.9%	N/AV	18.6%	39.9%
On academic probation	11.6%	N/AV	2.1%	0.7%
With disabilities other than speech	8.4%	No change	8.1%	12.4%
Older than usual for grade	1.6%	Up from 1.4%	1.7%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.8%	Up from 1.4%	1.3%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 74)				
Teachers with advanced degrees	56.8%	Up from 47.8%	56.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.6%	N/A	8.8%	9.1%
Teachers with emergency or provisional certificates	9.5%	Down from 17.5%	7.6%	5.6%
Teachers returning from previous year	86.7%	Up from 84.9%	88.5%	84.6%
Teacher attendance rate	95.5%	Down from 96.0%	95.3%	94.8%
Average teacher salary	\$42,164	Up 5.0%	\$42,497	\$42,267
Prof. development days/teacher	7.7 days	Down from 9.3 days	12.5 days	11.9 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	24.6 to 1	Down from 26.1 to 1	24.3 to 1	21.1 to 1
Prime instructional time	91.4%	Down from 91.8%	90.5%	89.0%
Dollars spent per pupil*	\$4,379	Up 7.9%	\$5,583	\$6,243
Percent of expenditures for teacher salaries*	62.4%	Up from 62.1%	58.1%	59.8%
Percent of expenditures for instruction*	68.3%		68.0%	65.2%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	96.6%	Up from 94.2%	97.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mauldin Middle School has been in existence for seven years. Our numerous accomplishments have been made through the conscious effort of our teachers, students, parents, administrators and community members. As part of the district technology refresher plan, we recently attained a new computer for every classroom as well as four new rolling laptop labs.

We continue to closely analyze our test scores in order to maximize our staff development strategies and increase the number of students scoring Proficient and Advanced on the Palmetto Achievement Challenge Test. Our teachers are Highly Qualified as defined by the No Child Left Behind Act, and we have six National Board Certified Teachers currently on staff. Our school motto of "Expect the Best" encourages all of our students to strive for their best grades, excellent behavior and impressive attendance.

The Mauldin Mustangs, our collective athletic, academic and performing groups, continue to distinguish themselves in district, state and national competitions. In conjunction with our school PTA, each student is given multiple opportunities to enhance his or her self awareness through Beta Club, Sandlapper Club, Science Club, Student Council, Service Learning Corps, Step Team, Band, Strings, Chorus, as well as our athletic and academic teams. Our drama students capped off the academic year with an extraordinary performance of "The King and I."

Our PTA, School Improvement Council, Band and Athletic Booster Clubs have joined our business partners, including Publix, Arby's and Sam's Wholesale Club, to provide both teachers and students with additional resources and assistance in the successes we have enjoyed this year.

Our school staff worked diligently to renew our accreditation through the Southern Association of Colleges and Schools. Each staff member contributed suggestions and strategies to develop our Strategic Plan as we addressed each goal of the Greenville County Schools' Education Plan.

We are proud of what we have accomplished in each of our seven years and look forward to being a leader in middle school education for many years to come.

Rosia Gardner, Principal
Cathy Moore, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	71	422	107
Percent satisfied with learning environment	95.8%	76.9%	81.7%
Percent satisfied with social and physical environment	95.8%	82.7%	86.7%
Percent satisfied with school-home relations	97.1%	86.9%	67.3%

*Only students at the highest middle school grade level at this school and their parents were included.